

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION | | | | |
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| | Unsatisfactory | Basic | Proficient | Distinguished |
| 1a: Demonstrating knowledge and skills | Speech Language Pathologist demonstrates little or no knowledge and skill in the therapy area. | Speech Language Pathologist demonstrates basic knowledge and skill in the therapy area. | Speech Language Pathologist demonstrates thorough knowledge and skill in the therapy area. | Speech Language Pathologist demonstrates extensive knowledge and skill in the therapy area. |
| 1a: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist makes content errors | <ul style="list-style-type: none"> Speech Language Pathologist cannot make connections within the discipline. | <ul style="list-style-type: none"> Speech Language Pathologist can make connections within their discipline. Speech Language Pathologist participates in ongoing continuing education relevant to a Speech Language Pathologist's practice. | <ul style="list-style-type: none"> Speech Language Pathologist can make connections within their discipline. Speech Language Pathologist participates in ongoing continuing education relevant to Speech Language Pathologist practice. Speech Language Pathologist leads other professionals in professional development. |
| 1b: Establishing goals for the therapy program appropriate to the setting and the students served | Speech Language Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Speech Language Pathologist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students. | Speech Language Pathologist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Speech Language Pathologist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administrators and teachers. |
| 1b: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not develop goals <p>OR</p> <ul style="list-style-type: none"> Speech Language Pathologist develops goals that are not aligned to school and classroom needs | <ul style="list-style-type: none"> Speech Language Pathologist develops goals that only take into consideration a select portion of the school and classroom needs | <ul style="list-style-type: none"> Speech Language Pathologist develops and articulates goals for program that are consistent and aligned with school and classroom needs | <ul style="list-style-type: none"> After collaboration with administrators and teachers, Speech Language Pathologist develops and articulates goals for the therapy program that are consistent and aligned with school and classroom needs |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines | Speech Language Pathologist demonstrates little or no knowledge of special education laws, rules and procedures. | Speech Language Pathologist demonstrates basic knowledge of special education laws, rules and procedures. | Speech Language Pathologist demonstrates thorough knowledge of special education laws, rules and procedures. | Speech Language Pathologist's knowledge of special education laws, rules procedures is extensive. |
| 1c: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates little or no understanding of special education law in relation to IEP process and related paperwork. Speech Language Pathologist cannot explain procedures to others (i.e. parents, teachers, administrators, etc.). Speech Language Pathologist does not meet timelines, include all necessary content, or write measureable goals. Speech Language Pathologist holds IEP meetings and is unable to explain information to parents and school staff. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates limited understanding of special education law in relation to IEP process and related paperwork. Speech Language Pathologist can explain some procedures to others (i.e. parents, teachers, administrators, etc.). Speech Language Pathologist occasionally meets timelines, includes all necessary content, and writes measureable goals. Speech Language Pathologist holds IEP meetings and is able to explain some information to parents and school staff. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates understanding of special education law in relation to IEP process and related paperwork. Speech Language Pathologist can explain procedures to others. Speech Language Pathologist is proactive in developing his/her own understanding and asks for assistance when needed. Speech Language Pathologist consistently meets timelines, includes all necessary content, and writes measureable goals. Speech Language Pathologist holds IEP meetings and is able to explain all information to parents and school staff. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates thorough understanding of special education law in relation to IEP process and related paperwork. Speech Language Pathologist is able to clearly explain paperwork and/or procedures to others (i.e. parents, teachers, and administrators, etc.). Speech Language Pathologist is proactive in developing their own understanding and assists others. Speech Language Pathologist always meets timelines, includes all necessary content, and writes measureable goals. Speech Language Pathologist holds IEP meetings and is able to clearly explain all information to parents and school staff. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district | Speech Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district. | Speech Language Pathologist demonstrates basic knowledge of resources for students available through the school or district. | Speech Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Speech Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| 1d: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist is unaware of or refuses to seek resources available. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates limited awareness of resources. Speech Language Pathologist inconsistently makes use of available resources. | <ul style="list-style-type: none"> Speech Language Pathologist is aware of resources available within the school or district and makes use of them. Speech Language Pathologist demonstrates limited knowledge of external resources Speech Language Pathologist shares information regarding resources with staff. | <ul style="list-style-type: none"> Speech Language Pathologist is aware of resources available in school or district and consistently makes use of them. Speech Language Pathologist is aware of additional resources available through the community. Speech Language Pathologist assists students, families, and staff in gaining access to outside resources with administrative support. Examples of community resources may include: <ul style="list-style-type: none"> o EARS o ICAN o Timber Ridge Ranch o Easter Seals |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i> | | | | |
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| 1e: Developing therapy program, integrated with the regular school program, by collaborating with teachers and administrators | Speech Language Pathologist has developed an ineffective therapy program that does not meet individual needs of students. | Speech Language Pathologist has developed a program that is somewhat effective. Program is delivered in a manner that matches some needs of the students. | Speech Language Pathologist has developed a program that is effective. Program is delivered in a manner that matches individual needs of students. | Speech Language Pathologist has developed a program that is effect, engaging and based on evidence based practice. Therapy program is delivered in a manner that matches individual needs of students. |
| 1e: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not collaborate with teachers. Speech Language Pathologist does not use culturally and linguistically appropriate services. Therapy is not engaging and does not meet needs addressed in the IEP. Speech Language Pathologist is not available to staff for questions and planning, and declines to provide background material when requested. | <ul style="list-style-type: none"> Speech Language Pathologist inconsistently collaborates with teachers and infrequently offers suggestions for classroom reinforcement. Speech Language Pathologist provides some therapy activities that are culturally/linguistically sensitive and address some needs identified in the IEP. Speech Language Pathologist is available to staff for questions and planning, and provides background material when requested. | <ul style="list-style-type: none"> Speech Language Pathologist collaborates with teachers in advance of therapy and offers suggestions for classroom reinforcement. Speech Language Pathologist incorporates therapy activities that are frequently culturally/ linguistically appropriate. Speech Language Pathologist uses a services delivery model that matches student's individual needs identified through assessment and included in the IEP. Speech Language Pathologist initiates contact with teachers to confer regarding individual cases. | <ul style="list-style-type: none"> Speech Language Pathologist collaborates with teachers in advance of therapy and offers suggestions for classroom reinforcement and models suggestions in classroom. Speech Language Pathologist incorporates therapy activities that are consistently culturally/ linguistically appropriate. Speech Language Pathologist uses a services delivery model that matches student's individual needs identified through assessment and included in the IEP. Speech Language Pathologist seeks out teachers and administrators to confer regarding cases. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 2: CLASSROOM ENVIRONMENT | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 2a: Creating and maintaining rapport with students | Speech Language Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy setting. | Speech Language Pathologist's interactions are a mix of positive and negative; the Speech Language Pathologist's efforts at developing rapport are partially successful. | Speech Language Pathologist's interactions with students are positive and respectful; students appear comfortable in the testing and therapy settings. | Students seek out the Speech Language Pathologist, reflecting a high degree of comfort and trust in the relationship. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist's interaction with some students is negative. Speech Language Pathologist is demeaning, sarcastic or inappropriate. Speech Language Pathologist does not provide redirection or correction when students make negative comments or demonstrate inappropriate behaviors. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates inconsistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors. Speech Language Pathologist's effort to establish rapport is partially successful by demonstrating a mix of positive and negative interactions with students. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates consistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors. Speech Language Pathologist uses positive and consistent language in interactions with students. Speech Language Pathologist establishes rapport by demonstrating general warmth, caring and respect for all students. | <ul style="list-style-type: none"> Speech Language Pathologist's interactions demonstrate genuine caring and respect for individual students. Speech Language Pathologist establishes and maintains rapport by demonstrating knowledge of the student's interests in and out of the school environment. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 2: CLASSROOM ENVIRONMENT <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 2b: Managing routines and procedures | The Speech Language Pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost. | The Speech Language Pathologist's time-management skills are partially well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost. | The Speech Language Pathologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an effective manner. There is little loss of learning time. | The Speech Language Pathologist demonstrates excellent time-management skills, accomplishes all tasks in a seamless manner; teachers and students understand their schedules. Learning time is maximized. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not establish priorities or procedures. Speech Language Pathologist does not develop a daily schedule. Transitions within and between therapy sessions are confused and chaotic. | <ul style="list-style-type: none"> Speech Language Pathologist has difficulty establishing priorities, resulting in disruption of other workload responsibilities. Speech Language Pathologist develops a daily schedule that is not flexible and does not allow completion of all work duties. Transitions within and between therapy sessions are awkward. Therapy session routines function inconsistently. | <ul style="list-style-type: none"> Speech Language Pathologist establishes priorities, which are based on students' needs. Speech Language Pathologist develops and utilizes a daily/weekly schedule that is flexible to allow completion of all work duties. Speech Language Pathologist uses time appropriately when faced with schedule conflicts. (i.e. school events, absent students). Transitions within and between therapy sessions are smooth. Therapy session routines function smoothly. | <ul style="list-style-type: none"> Speech Language Pathologist establishes priorities, which are based on students' needs and other workload responsibilities (i.e. evaluations, IEP meetings, writing reports, team meetings/schedules). Speech Language Pathologist develops and utilizes a daily/weekly schedule that is flexible to allow completion of all work duties, which is communicated to teachers and students in a manner that is easily understood. Speech Language Pathologist is able to anticipate schedule changes and make adjustments as needed (i.e. field trips, school improvement days, school drills). Speech Language Pathologist goes above and beyond with creative scheduling when needed. Transitions and routines are seamless and utilized by student with little or no intervention from the Speech Language Pathologist. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 2: CLASSROOM ENVIRONMENT <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 2c: Establishing and maintaining clear procedures for consultations | No procedures for consultations have been established; teachers not sure of consultation procedures. | Procedures for consultations have been established, but details are not clear. | Procedures for consultations and meetings with parents and administrators are clear to everyone. | Procedures for all aspects of consultation and use of testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators. |
| 2c: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not have a procedure for consultations. Speech Language Pathologist does not communicate with teachers and administrators. Speech Language Pathologist does not follow up on consultations. | <ul style="list-style-type: none"> Speech Language Pathologist has procedures for consultations. Speech Language Pathologist does not always follow through with set procedures. Speech Language Pathologist does not always communicate procedures with staff and administrators. Speech Language Pathologist occasionally follows up on consultations. | <ul style="list-style-type: none"> Speech Language Pathologist establishes and maintains a consistent procedure for consultations. Speech Language Pathologist informs staff and administrators of proper procedures. Speech Language Pathologist provides feedback on the results of screening/testing to the consultation source. Speech Language Pathologist seeks feedback from teachers and administrators. | <ul style="list-style-type: none"> Speech Language Pathologist establishes and maintains a consistent procedure for consultations. Speech Language Pathologist informs staff of proper procedures. Speech Language Pathologist seeks feedback from teachers and administrators. Speech Language Pathologist utilizes feedback to review and revise procedures when necessary. Speech Language Pathologist provides feedback on the results of screening/testing to the consultation source. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 2: CLASSROOM ENVIRONMENT <i>(continued)</i> | | | | |
|--|--|--|--|---|
| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 2d: Establishing standards of conduct in the therapy setting | No standards of conduct have been established and Speech Language Pathologist disregards or fails to address negative student behavior during evaluation or therapy. | Standards of conduct appear to have been established in the testing and therapy setting. Speech Language Pathologist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established in the testing and therapy setting. Speech Language Pathologist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established in the testing and therapy setting. Speech Language Pathologist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior when able to do so given the severity of their disability. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist has not established a standard of conduct. Student behavior is not monitored. Speech Language Pathologist's response to misbehavior is ineffective. Students do not interact appropriately with one another. They also do not follow routines and procedures of the therapy environment without frequent reminders. | <ul style="list-style-type: none"> Speech Language Pathologist has established standards of conduct for most situations. Speech Language Pathologist is usually aware of student's behavior. Student behavior is generally inappropriate. Speech Language Pathologist attempts to respond to student's behavior, but with inconsistent results. Student's interactions are limited and they need frequent reminders to follow procedures. | <ul style="list-style-type: none"> Speech Language Pathologist has established standards of conduct that are clear to all students. Speech Language Pathologist is aware of students behavior at all times. Student behavior is generally appropriate. Speech Language Pathologist's response to student's behavior is appropriate and successful (both positive and negative behaviors). Students interact appropriately with one another and follow established routines/procedures with few reminders. | <ul style="list-style-type: none"> Speech Language Pathologist has established standards of conduct that are clear and may have been developed with student input. Speech Language Pathologist's monitoring of student behavior is subtle and strategies are implemented to maintain positive behaviors. Students respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct. Speech Language Pathologist's response to behavior is highly effective and sensitive to student's needs. Students interact appropriately with one another and follow established routines/procedures independently. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 2: CLASSROOM ENVIRONMENT <i>(continued)</i> | | | | |
|--|---|---|--|---|
| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 2e: Organizing physical space for assessment of students and providing therapy | The assessment and therapy setting is disorganized and poorly suited for working with students. Materials are difficult to find when needed. | The assessment and therapy settings are moderately organized and moderately suited for working with students. Materials are usually available. | The assessment and therapy setting is organized; materials are available when needed. | The assessment and therapy setting is highly organized and is inviting to students. Materials are convenient when needed. |
| 2e: Critical Attributes | <ul style="list-style-type: none"> • Routines for handling materials consistently results in a loss of instructional time. • Materials are not prepared and ready for use with students. • Speech Language Pathologist made no attempt to arrange therapy environment. | <ul style="list-style-type: none"> • Routines for handling materials often results in a loss of instructional time. • Speech Language Pathologist attempts to arrange therapy environment but overlooks key components. | <ul style="list-style-type: none"> • Routines for handling materials occur smoothly with little loss of instructional time. • Speech Language Pathologist arranges the therapy environment to promote optimal use of time (i.e. minimize distractions based on students' needs). • Speech Language Pathologist organizes therapy materials for working in a variety of settings including the classroom and school community. | <ul style="list-style-type: none"> • Routine for handling materials are seamless with no loss of instructional time. • Speech Language Pathologist arranges the therapy environment to promote optimal use of time (i.e. minimize distractions based on students' needs). • Speech Language Pathologist is able to adapt therapy environment when needed. • Speech Language Pathologist creates a therapy environment that is student friendly. • Speech Language Pathologist organizes therapy materials for working in a variety of settings including the classroom and school community. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 3: INSTRUCTION | | | | |
|--|--|---|---|--|
| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 3a: Responding to teacher and/or parent concerns, and evaluating students' needs | Speech Language Pathologist fails to establish or makes hasty assessments of students' needs. | Speech Language Pathologist responds to concerns when pressed and makes adequate assessments of students' needs. | Speech Language Pathologist responds to concerns, and makes a comprehensive assessment of students' needs. | Speech Language Pathologist is highly collaborative and prompt in responding to concerns, and makes highly competent and comprehensive assessments of students' needs. |
| 3a: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not follow up on parent and/or teacher concerns. Speech Language Pathologist completes observations/ assessments of students but gives no consideration to identified needs. Speech Language Pathologist does not follow timelines. | <ul style="list-style-type: none"> Speech Language Pathologist follows up on parent and/or teacher concerns after several reminders. Speech Language Pathologist completes observations/ assessments of students but not always based on identified concerns. Speech Language Pathologist completes evaluations within timelines. Speech Language Pathologist does not differentiate assessment tools based on students' needs. | <ul style="list-style-type: none"> Speech Language Pathologist follows up on parent and/or teacher concerns once brought to their attention in a timely manner. Speech Language Pathologist completes a comprehensive assessment of student based on identified concerns. Speech Language Pathologist uses most current standardized and non-standardized assessments. | <ul style="list-style-type: none"> Speech Language Pathologist follows up on parent and/or teacher concerns promptly. Speech Language Pathologist completes a comprehensive assessment of student based on identified concerns. Speech Language Pathologist includes information from teachers, parents, observations and response to intervention information. Speech Language Pathologist communicates with team regarding students' needs and strengths. Speech Language Pathologist is sensitive to cultural and linguistic backgrounds when speaking with parents regarding assessments. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 3: INSTRUCTION <i>(continued)</i> | | | | |
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| | Unsatisfactory | Basic | Proficient | Distinguished |
| 3b: Communicating with students | Speech Language Pathologist's attempts to explain the activities leaves students confused. The instructional purpose of the activity is unclear, and/or the directions are confusing. | Speech Language Pathologist's attempts to explain the activities have limited success, and/or directions must be clarified. Speech Language Pathologist's instruction does not invite the student to engage in the activity. The Speech Language Pathologist does not take into account the individual level of communicative ability. | The instructional purpose of the activity is clearly communicated to students. Directions and procedures are explained clearly and may be modeled. Individual communication abilities of the student are considered when providing instruction. | Speech Language Pathologist links the instructional purpose of the activity to the educational program. The directions and procedures are clear and anticipate possible student misunderstanding. Students contribute to the content of the activity by demonstrating practical application of the skill or strategy. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> At no time during the lesson does the Speech Language Pathologist convey what will be learned. There is no opportunity for questions to be clarified. Speech Language Pathologist's vocabulary is inappropriate. Students indicate confusion, physical discomfort or lack of understanding and the Speech Language Pathologist does not respond. | <ul style="list-style-type: none"> Speech Language Pathologist provides little elaboration or limited explanation about what will be learned. Students are unable to follow directions without extensive clarification. Speech Language Pathologist's explanation of tasks consists of a monologue with minimal participation. Speech Language Pathologist's vocabulary is sometimes too advanced or too juvenile. | <ul style="list-style-type: none"> Speech Language Pathologist clearly explains what the students will be learning. If appropriate, Speech Language Pathologist models the process to be followed in the task. Students demonstrate the learning task, indicating understanding. Speech Language Pathologist describes specific strategies students might use, inviting them to interpret the strategies in the context of what they are learning. | <ul style="list-style-type: none"> Students are able to explain what they are learning. Speech Language Pathologist explains tasks clearly and imaginatively. Speech Language Pathologist points out possible areas for misunderstanding. Students are able to apply skills and/or strategies to new materials, tasks or settings. Speech Language Pathologist adapts vocabulary and/or communication method for individual students. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 3: INSTRUCTION <i>(continued)</i> | | | | |
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| 3c: Developing and implementing IEPs to engage students in learning | Speech Language Pathologist fails to create an IEP that is not suitable to students or mismatched with the findings of assessments. | Speech Language Pathologist's IEPs are partially suitable, or sporadically aligned with student's individual needs. | Speech Language Pathologist develops and executes IEP's that are aligned with each student's individual needs. | Speech Language Pathologist develops comprehensive IEPs for students, finding creative ways to meet students' needs. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> • Speech Language Pathologist does not have an IEP plan. • Speech Language Pathologist does not gather data. • Speech Language Pathologist does not use assessment information for goal development. • IEP goals/objectives are not individualized for students' needs. • Speech Language Pathologist does not use cues or prompts to elicit student response. | <ul style="list-style-type: none"> • Speech Language Pathologist inconsistently uses assessment information for goal development. • Speech Language Pathologist gathers data inconsistently resulting in treatment plans that do not always address students' needs. • IEP goals/objectives are partially aligned with identified students' needs. • Speech Language Pathologist ineffectively utilizes cues and prompts to elicit student response. | <ul style="list-style-type: none"> • Speech Language Pathologist frequently uses assessment information for goal development. • Speech Language Pathologist uses data from therapy sessions to guide/create future therapy. • IEPs follow developmental markers. • IEP is aligned with students' needs. • IEPs incorporate Common Core State Standards when appropriate. • IEPs are culturally and linguistically sensitive. • Speech Language Pathologist utilizes cues and prompts to elicit student response. | <ul style="list-style-type: none"> • Speech Language Pathologist always uses assessment information for goal development. • Speech Language Pathologist uses data from therapy sessions to guide/create future therapy. • IEPs incorporate Common Core State Standards when appropriate. • Speech Language Pathologist therapy plan includes connections between their content and other disciplines (i.e. classroom, other related services). • Therapy plans are culturally and linguistically sensitive. • Speech Language Pathologist seizes on a teachable moment to enhance a lesson. • Students use self-prompting as facilitated by the Speech Language Pathologist. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 3: INSTRUCTION <i>(continued)</i> | | | | |
|--|--|--|---|--|
| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 3d: Using data: Collecting information; Reporting effectiveness | Speech Language Pathologist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Speech Language Pathologist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Speech Language Pathologist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Speech Language Pathologist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |
| 3d Critical Attributes | <ul style="list-style-type: none"> • Data collection is absent and/or not accurate during therapy sessions. • Reports contain content errors or no report is written. • Reports are written in a manner with no regard for the intended audience. • Data is given with no explanation. • Assessments are not explained. | <ul style="list-style-type: none"> • Data collection is inconsistent and/or not always accurate during therapy sessions. • Reports contain accurate content information but may contain other errors (ie. student names, grammar). • Reports are written in a manner that is not easily understood by general audiences (ie. jargon without explanation, uses abbreviations). • Assessments are explained. | <ul style="list-style-type: none"> • Data collection is consistent and accurate during therapy sessions. • Data collection is relevant to identified students' needs. • Reports are written in a manner that is easily understood by general audiences. • Reports contain no grammatical errors. • Assessment and results are explained clearly. • Reports include information from a variety of sources including parents, teachers and other service providers. | <ul style="list-style-type: none"> • Data collection is consistent and accurate during therapy sessions. • Speech Language Pathologist seeks out additional information regarding students' success with goals in other environments. • Reports contain no errors and are well organized. • Speech Language Pathologist demonstrates the ability to differentiate reports based on intended audience (ie. parents, doctors, teachers). • Reports include information from a variety of sources including parents, teachers and other service providers. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| DOMAIN 3: INSTRUCTION <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 3e: Demonstrating flexibility and responsiveness | Speech Language Pathologist adheres to his or her therapy methods, in spite of evidence of the inadequacy. | Speech Language Pathologist makes modest changes in therapy methods when confronted with evidence of the need for change. | Speech Language Pathologist makes revisions in therapy methods when they are needed. | Speech Language Pathologist is continually seeking ways to improve therapy methods, and makes changes to student, parent, or teacher input. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not make changes in therapeutic strategies even when data supports need for change. Speech Language Pathologist ignores indications of students' boredom or lack of understanding. Speech Language Pathologist conveys to students that when they have difficulty with a task, it is their fault. | <ul style="list-style-type: none"> Speech Language Pathologist uses data to evaluate therapy and occasionally make changes. Speech Language Pathologist does not use immediate student feedback during session to make changes. Speech Language Pathologist's efforts to modify the lesson are only partially successful. Speech Language Pathologist conveys to students a level of responsibility for their learning, but also his or her uncertainty about how to assist them. | <ul style="list-style-type: none"> Speech Language Pathologist uses data to evaluate therapy and make necessary changes. Speech Language Pathologist makes immediate and appropriate changes during therapy session. When improvising becomes necessary. Speech Language Pathologist makes adjustments to the lesson. Speech Language Pathologist conveys to students that he/she has other approaches to try when they experience difficulty. | <ul style="list-style-type: none"> Speech Language Pathologist consults with other team members to enhance therapy. Speech Language Pathologist uses data to evaluate therapy and make necessary changes. Speech Language Pathologist takes additional data sources into consideration and revises therapy plan as needed. Speech Language Pathologist is able to immediately and creatively make changes to therapy during session. Speech Language Pathologist's adjustments to the session, when needed, are designed to assist individuals. Speech Language Pathologist conveys to students that mastery of a skill is expected (even if not in the scope of a single lesson). |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| Domain 4: Professional Responsibilities | | | | |
|---|---|---|--|---|
| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4a: Reflecting on practice | Speech Language Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving. | Speech Language Pathologist's reflection on practice is moderately accurate and objective without citing specific examples, providing only global suggestions as to how it might be improved. | Speech Language Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Speech Language Pathologist makes some specific suggestions as to how the therapy program might be improved. | Speech Language Pathologist's reflection is accurate and perceptive, citing specific examples that were positive and negative for some students. Speech Language Pathologist draws on extensive repertoire to suggest an alternative as to how the therapy program might be improved. |
| 4a Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist's suggestions are not relevant or do not make any connections to specific student progress. | <ul style="list-style-type: none"> Speech Language Pathologist's suggestions do not take into consideration specific student progress. | <ul style="list-style-type: none"> Speech Language Pathologist is able to recognize and articulate strategies used in therapy and how they contributed to student progress. | <ul style="list-style-type: none"> Speech Language Pathologist is able to recognize and articulate strategies and correlate these strategies to student progress. Speech Language Pathologist considers individual rate of student progress. Speech Language Pathologist solicits input from other staff members and parents (i.e. PACE checklists). |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| Domain 4: Professional Responsibilities <i>(continued)</i> | | | | |
|--|---|---|--|---|
| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4b: Maintaining an effective data management system | Speech Language Pathologist's data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or adjust student therapy as needed. | Speech Language Pathologist uses an ineffective data management system for monitoring student progress and occasionally uses it to adjust therapy when needed. | Speech Language Pathologist uses and/or develops an effective data management system for monitoring student progress and uses it to adjust therapy when needed. | Speech Language Pathologist uses and/or develops an effective data management system for monitoring student progress and uses it to adjust student therapy as needed. Speech Language Pathologist uses the system to communicate with teachers, parents and students. |
| 4b Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not use a data management system or system is disorganized. Data management system structure does not provide necessary information for Speech Language Pathologist to monitor student progress and/or make changes to therapy. | <ul style="list-style-type: none"> Speech Language Pathologist's data management system is basic and not organized in an efficient manner. Data management system structure does not always reflect the need for change in therapy. | <ul style="list-style-type: none"> Speech Language Pathologist's data management system is organized and easily accessible. Data management system allows the Speech Language Pathologist to monitor student progress and implement changes when necessary. Speech Language Pathologist's data management system is structured in a way that promotes efficient communication with teachers, parents, and students. | <ul style="list-style-type: none"> Speech Language Pathologist's data management system is organized and easily accessible. Data management system allows the Speech Language Pathologist to monitor student progress and implement changes when necessary. Speech Language Pathologist's data management system is structured in a way that promotes efficient communication with teachers, parents, and students. Students are actively engaged in tracking their own data to visualize their progress. Speech Language Pathologist seeks out additional information regarding students' success with goals in other environments. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| Domain 4: Professional Responsibilities <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4c: Communicating with families | Speech Language Pathologist fails to communicate with families and/or communicates in an insensitive manner. | Speech Language Pathologist's communication with families is partially successful and occasionally insensitive to cultural and linguistic traditions. | Speech Language Pathologist successfully communicates with families in a manner sensitive to cultural and linguistic traditions. | Speech Language Pathologist successfully communicates with families in a manner sensitive to cultural and linguistic traditions. Speech Language Pathologist reaches out to families of students to enhance trust and cooperation. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not communicate with families. Speech Language Pathologist is not respectful or responsive to cultural and linguistic traditions. | <ul style="list-style-type: none"> Speech Language Pathologist communicates with families occasionally. Speech Language Pathologist is not always respectful and responsive to cultural and linguistic traditions. | <ul style="list-style-type: none"> Speech Language Pathologist communicates with families on a regular basis. Speech Language Pathologist is respectful and responsive to cultural and linguistic traditions. Speech Language Pathologist initiates two-way communications with families including progress on goals and suggestions for working in the home environment. | <ul style="list-style-type: none"> Speech Language Pathologist facilitates effective communication with families in their native language (i.e. arranges for an interpreter to be present at conferences). Speech Language Pathologist is always respectful and responsive to cultural and linguistic traditions. Speech Language Pathologist initiates and maintains two-way communications with families including progress on goals and suggestions for working in the home environment. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| Domain 4: Professional Responsibilities <i>(continued)</i> | | | | |
|--|--|---|---|---|
| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4d: Participating in a professional community | Speech Language Pathologist's relationships with colleagues are negative or self-serving; avoids involvement in school and district events and projects. | Speech Language Pathologist's relationships with colleagues are cordial; participates in school and district events/projects when specifically requested. | Speech Language Pathologist maintains positive and productive relationships with colleagues, and participates actively in school and district events and projects. | Speech Language Pathologist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist's relationships with colleagues are characterized by negativity or combativeness. Speech Language Pathologist purposefully avoids contributing to activities promoting professional inquiry. Speech Language Pathologist avoids involvement in school, district, and community events/ projects. | <ul style="list-style-type: none"> Speech Language Pathologist has a pleasant relationship with colleagues. When invited, Speech Language Pathologist participates in activities related to professional inquiry. When asked, Speech Language Pathologist participates in school, district, and community events/projects. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates supportive and collaborative relationships with colleagues. Speech Language Pathologist regularly participates in activities related to professional inquiry. Speech Language Pathologist volunteers to participate in school, district, and community events/ projects. | <ul style="list-style-type: none"> Speech Language Pathologist demonstrates supportive and collaborative relationships with colleagues. Speech Language Pathologist takes a leadership role in promoting activities related to professional inquiry. Speech Language Pathologist regularly contributes to and leads events that positively impact school life. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| Domain 4: Professional Responsibilities <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4e: Engaging in professional development | Speech Language Pathologist does not participate in relevant Professional Development activities, even when such activities are clearly needed for development of skills. | Speech Language Pathologist's participation in relevant Professional Development activities is limited to those that are convenient or are required. | Speech Language Pathologist seeks out opportunities for relevant Professional Development based on individual assessment of need. | Speech Language Pathologist actively provides a leadership role in seeking out and sharing relevant professional development in order to improve current practices in the speech-language program. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist does not participate in relevant professional development. | <ul style="list-style-type: none"> Speech Language Pathologist participates in professional development when required or when provided by the school district/coop. Speech Language Pathologist attends relevant professional development only if it is convenient. | <ul style="list-style-type: none"> Speech Language Pathologist seeks regular opportunities for continued relevant professional development. Speech Language Pathologist actively participates in professional organizations designed to contribute to the profession. | <ul style="list-style-type: none"> Speech Language Pathologist seeks regular opportunities for continued professional development. Speech Language Pathologist utilizes information gained through individual relevant professional development to make improvements to the current therapy program. Speech Language Pathologist takes an active leadership role and provides professional development for colleagues. |

AR TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

| Domain 4: Professional Responsibilities <i>(continued)</i> | | | | |
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| | <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality | Speech Language Pathologist displays dishonesty in interactions with colleagues, students, and the public. Speech Language Pathologist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Speech Language Pathologist makes decisions and recommendations based on self-serving interests. Speech Language Pathologist does not comply with school, district and/or cooperative regulations. | Speech Language Pathologist is honest in interactions with colleagues, students, and the public. Speech Language Pathologists' attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school. Speech Language Pathologists' decisions and recommendations are based on limited though genuinely professional considerations. Speech Language Pathologist complies minimally with school, district and/or cooperative regulations, doing just enough to get by. | Speech Language Pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Speech Language Pathologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Speech Language Pathologist maintains an open mind in team or departmental decision-making. Speech Language Pathologist complies fully with school, district and/or cooperative regulations. | Speech Language Pathologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Speech Language Pathologist is highly proactive in serving students, seeking out resources when needed. Speech Language Pathologist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Speech Language Pathologist takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Speech Language Pathologist complies fully with school, district and/or cooperative regulations, taking a leadership role with colleagues. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> Speech Language Pathologist violates the ABESPA Practice Act, Rules and Regulations, and ASHA Code of Ethics. Speech Language Pathologist is dishonest Speech Language Pathologist engages in practices that are self-serving. Speech Language Pathologist willfully rejects district policies. Speech Language Pathologist does not maintain confidentiality. | <ul style="list-style-type: none"> Speech Language Pathologist is inconsistent in compliance with the ABESPA Practice Act, Rules and Regulations, and ASHA Code of Ethics. Speech Language Pathologist is honest. Speech Language Pathologist makes decisions professionally, but on a limited basis. Speech Language Pathologist minimally complies with district policies. Speech Language Pathologist maintains confidentiality. | <ul style="list-style-type: none"> Speech Language Pathologist adheres to the ABESPA Practice Act, Rules and Regulations, ASHA Code of Ethics, FERPA and HIPAA. Speech Language Pathologist is honest and known for having high standards of integrity. Speech Language Pathologist participates in team and departmental decision-making. Speech Language Pathologist complies with district policies. Speech Language Pathologist maintains confidentiality. | <ul style="list-style-type: none"> Speech Language Pathologist adheres to the ABESPA Practice Act, Rules and Regulations, ASHA Code of Ethics, FERPA, and HIPAA. Speech Language Pathologist is considered a leader in terms of honesty, integrity. Speech Language Pathologist takes a leadership role in team and departmental decision-making. Speech Language Pathologist takes a leadership role in regarding district policies. Speech Language Pathologist maintains confidentiality. |